

THE CAMPUS VOICE

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PAULA GASTENVELD ATTENDS HARVARD SUMMER INSTITUTE

Case studies prepare academic leaders to meet new challenges

Paula Gastenveld, Dean of Academic Affairs, joined ninety-five academic leaders from around the world to examine issues of leadership at the Harvard Institute for Educational Management this past summer.

"We looked at different frames of leadership," says Paula, "the political frame, the structural frame, the human resource frame, and the symbolic frame." Using case studies based on actual challenges, issues and problems faced by administrators in higher education, the members analyzed them from different perspectives.

"I felt pretty comfortable with the structural frame, the political frame and the human resource frame," says Paula. "I was not as familiar with the symbolic frame. Let's say, for example, that you're trying to institute something new. The symbolic frame looks at the symbolism of the way things have always been, and what that means to people who've been at the institution for a long time. The symbolism may be more important to them than the actual structural or human resource issues, or even the political issues involved."

Leading the discussions were Nobel Peace Prize winner Robert Coles, Dick Chait, Professor of Education at

Harvard and a regular contributor to the Chronicle of Higher Education, Judith Block McLaughlin, Director of the Harvard seminar for new college presidents, and Susan Moore Johnson, also a Harvard Professor of Education. "Now I know why Harvard is Harvard," says Paula, "—it's the faculty! They were so great!" Equally important, she notes, were the contributions offered by her fellow students, many of whom were college presidents. "You heard different points of view from people who are all experts in their own fields. Their contributions really brought home the lessons we were learning."

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Special points of interest:

- Dr. Ana Gaillat uses the world around us to teach concepts of chemistry.
- A new use of space in the East building is creating a community of learners.
- Brian Adams rides the Upper Missouri, returns with lessons for the classroom.

LAKE HITCHCOCK VIDEO PREMIERES TO SELL-OUT CROWDS AT AREA SHOWINGS

The Rise and Fall of Glacial Lake Hitchcock, an original video produced by Richard Little, Professor of Geology, opened to enthusiastic audiences up and down the Valley this fall. The grand premiere packed the Shea Theater in Turners Falls on Sep-

tember 13th, and was followed by showings in Shelburne Falls, Easthampton, and other venues. "We had so many at the Pratt Museum (Amherst College)," reports Dick, "that people were turned away." The video illuminates basic prin-

ciples of geology by dramatizing the link between the geology and the landscape of the Pioneer Valley.

"Dick is the Valley geologist," says Brian Adams, Assistant

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ANA GAILLAT PRESENTS NEW APPROACH AT INTERNAT'L CHEMICAL EDUCATION CONFERENCE

Ana Gaillat, Professor of Chemistry, presented a symposia on Chemistry in Context at this summer's 16th Biennial Conference on Chemical Education at the University of Michigan, Ann Arbor, attended by over 4,000 educators.

"It's a new way of teaching basic chemistry by using environmental and biological frameworks," explains Dr. Gaillat. "For example, instead of talking about formulas and balancing equations, we talk about the ozone layer. In order to explain why the ozone layer works as it does, we have to learn how to put a molecule together and how to look at a reaction. So we teach students the concepts they need to know to understand this environmental situation. It's a much better approach because students see that chemistry is relevant to everyday life."

Based on a text developed by the American Chemical Society in 1992, Ana Gaillat has implemented this approach in her classroom since 1993,

and she is a reviewer of the latest edition of the original textbook.

Students like this approach to basic



"In order to explain why the ozone layer works as it does," explains Ana Gaillat, "students have to learn how to put a molecule together, and how to look at a reaction."

chemistry, according to Gaillat, because "it's not so threatening as a traditional

offering would be, and it's not math-intensive. It's very easy to follow."

Over eighty educators attended Gaillat's symposia. "One thing that I came away with," she reports, "was the realization that, here at GCC, we have the luxury of teaching to smaller classes, so we can implement nontraditional approaches. That's something you can't do with a huge class at a university."

Gaillat is currently developing additional chemistry in context courses for GCC. "The first one is going to be Chemistry of Art. We'll be looking at color, and the different media that artists use, as the trigger for basic concepts of chemistry." The Chemistry of Art will be followed by the Chemistry of Food and the Chemistry of Forensics.

These innovative courses are supported in part by STEMTEC, a National Science Foundation grant to improve science and math teacher preparation, with an emphasis on student-active learning.

GASTENVELD ATTENDS HARVARD LEADERSHIP INSTITUTE

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What did she do for fun? "Who had time for fun?!" replied Paula. They did go see the tall ships one Saturday night, and descended on a pub another eve-

ning. "But they kept us so busy there really wasn't a whole lot of time to have fun."

Looking back on the intensive, two-week experience, Paula says, "It's the

most *scholarly* activity I've participated in since I completed my doctorate in 1990."

LAKE HITCHCOCK VIDEO PREMIERES

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Professor of Environmental Studies. "One thing that is special about him is not just his knowledge of geology in general, but his incredible knowledge of [Pioneer] Valley geology; I don't think there's anyone around who knows more than he does. He's written two books, he's got two videos out; he is just an authority on local geology, and we have such a rich geologic history!"

What's so important about this video? "I think that, by knowing your own area,"

suggests Brian Adams, "we appreciate it more. And the greater our knowledge, the greater our desire to protect."

The Rise and Fall of Lake Hitchcock will be featured at the Annual Meeting of the Broadbrook Coalition in Northampton on Nov 5th, and at GCC in October.

"The audience has enthusiastically received the program," reports Dick, "laughing in the right places and clapping. So far, no groupies!"

Sponsored in part by the Pioneer Valley



"So far, no groupies!" reports Dick Little.

Institute, copies will be sold to help recoup PVI expenses. Individuals, \$25; institutions, \$50. Contact Dick (775-1445, work; 527-8536, home) to order.

INNOVATIVE USE OF SPACE IS BUILDING "A COMMUNITY OF LEARNERS"

A former conference room in the new East Building is creating a "community of learners" for math students at Greenfield Community College. Called "The Studio," the new space is attracting math students at all levels from basic mathematics to calculus who drop in to do math in a mutually supportive atmosphere. "It's not only a place for students," says Linda Cavanaugh, Chair of the Math Department, "it's a place for us, as teachers and learners, to gather, to be with our students, to be with each other, continually promoting the excitement of being in education."

Comfortable chairs, tables that are not too wide to prevent students sitting across each other from working together, two new iMac computers with tutorial software and internet hook-ups, and a wall unit stocked with a library of math texts, resources and manipulatives (and snacks!) are some of the features that make The Studio a popular drop-in spot for students. Math professors' of-

fices and classrooms are adjacent to the studio, making this a natural gathering place for students needing help with homework assignments.

The idea for The Studio evolved out of the emphasis which GCC has always placed on teaching. "It's not only about students," says Dr. Sandy Gokey, Associate Professor of Mathematics, "it's about who we are as teachers. Our focus here is not on research—it's on education, on teaching. The Studio grows organically out of the type of math department this is, and the type of school this is," says Sandy. "That's what makes it work."

"Facilities need to support serendipity," quotes Linda Cavanaugh, "—the chance discovery of an idea. This physical space is all about the interaction among students, the fortunate discovery of talking about something and asking questions. That's the philosophy we're trying to promote here."

College retention rates improve as well.



"If you design a space where students can work together and get to know each other, this provides the kind of support that keeps them in college."

"One of the biggest reasons that students cite for dropping out of school," says Linda, "especially in their first year, is that they feel invisible. If you design a space where students can work together and get to know each other, this provides the kind of support that keeps them in college."

"Teaching is not about how much stuff you can buy," says Peter Rosnick, Professor of Math, "it's the relationships you build. This space builds relationships among students."

ABBIE JENKS PRESENTS AT HAMPSHIRE COLLEGE

Abbie Jenks, Program Coordinator of Human Services, presented *The Perils and Pitfalls of Peer Mediation*, with Susan Theberge of Keene State College, at Hampshire College in June. The day-long event, which was attended by over 700 students in the four-county area, was co-sponsored by the Franklin/

Hampshire Mediation and Training collaborative and the Franklin/Hampshire Guidance Association.

"Mediation is really important to help reduce conflicts that happen in public schools," says Abbie Jenks. "The strength of it being done through peers is that kids often will go to kids before

they will take a conflict to adults."

Does peer mediation work? "Not only can it help resolve a particular conflict," says Abbie, "but it also raises people's consciousness of alternative ways of resolving conflicts before they escalate and become more serious."

ABBIE JENKS IS MEMBERSHIP CHAIR FOR HUMAN SERVICES ORG

"There's a push to develop a more formalized kind of professional organization for human services that's separate from social work or psychology," says Abbie Jenks, Program Coordinator for Human Services, and new Membership Chair for the New England Chapter of Human Services Education.

The nonprofit organization offers its members a forum to discuss issues such

as licensing and credentialing, and the most appropriate curriculum for students preparing for the human services field.

Here at GCC, Abbie Jenks is starting a new Human Services Club for students. "They'll get a chance to be in touch with each other, to do some networking, to learn outside the



Big Brother/Big Sister comes to GCC!

classroom about other aspects of the human services field, and to participate in a community service project.

Abbie has also launched a new service learning course that links the Big Brother/Big Sister agency with GCC so that students can become a big brother or big sister and earn academic credit at the same time.

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The Campus Voice is distributed by the President's Office during the academic year to faculty, staff and trustees of Greenfield Community College and the GCC Foundation. Please share your news by contacting Chris Harris, editor, in any of the following ways: Call 413/498-2133; fax to 413/498-2232; e-mail to harris@gcc.mass.edu. We welcome your submissions!

ADAMS BROTHERS RECREATE LEWIS & CLARK EXPEDITION

Brian Adams, Assistant Professor of Environmental Studies, recreated a portion of the Lewis & Clark expedition of 1804-1806 with a two-week canoe trip on the Upper Missouri River in Montana with his brother this summer. "It was way cool!" says Adams.

Adams describes the Upper Missouri as "a wild scenic river in north central Montana that is as close as you can come to recreating the Lewis and Clark route. It's very famous for this white cliffs section called Eagle Sandstone; it's like being on the Acropolis and viewing the Parthenon, except it's nature who sculpted this masterpiece, and not humans.

"It's a nice wilderness trip on an easy river," says Adams. "By easy river, I mean no portages and essentially no rapids."

The brothers carried in all their own food. "You run out of fresh produce in the first two days," he says, leaving freeze-dried meals for the remainder of the trip. Their best meal? Macaroni and cheese. "I have kids," says Brian, "and I got to tell you, macaroni and cheese is about my favorite meal, too, but that's

partly because I'm so immature!"

The most challenging part of the trip, says Brian, was the intellectual challenge of understanding Lewis and Clark and the history of the region. "There was a lot of homesteading in the teens and twenties, a lot of the opening up of the west, and many of those original cabins are still there."

Adams prepared for the trip with a year's worth of directed reading, including *Undaunted Courage*, by Steven Ambrose. Then it was more reading along the way. "Whoever was in the bow [front] of the boat was constantly reading. We'd read the journals of

Lewis and Clark as we were passing by the sites he described. When we'd see an animal, we'd refer back to their journals to read their descriptions of the wildlife.

Expeditions like this one, says Adams, enhance his ability to be an effective teacher in the classroom. Adams witnessed the ravages of the summer's wildfires in Yellowstone and the Tetons and Montana first hand. "Fire is a huge issue out west," says Adams, "given the impact of logging on public policy and conservation issues. Being there certainly adds to my ability to understand western issues, and help my students to understand them too."

Adams notes that the bicentennial of the Lewis & Clark expedition is coming up in 2004. Lewis and Clark are worth remembering, says Adams, not just as explorers, but as naturalists, too. "As someone who teaches natural history, it doesn't get any better than doing what they did and seeing what they saw."



"Lewis and Clark were great naturalists," notes Brian Adams, "and as someone who teaches natural history, it doesn't get any better than doing what they did and seeing what they saw."